



Rollings Middle School of the Arts

815 South Main Street
Summerville, South

Grades	6-8 Middle School	
Enrollment	629 Students	
Principal	Elena Furnari	843-873-3610
Superintendent	Joseph R. Pye	843-873-2901
Board Chair	Bufort "Bo" Blanton	843-873-8454

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Excellent*
2008	Excellent	Good
2007	Excellent	Good
2006	Excellent	Good
2005	Excellent	Good

* The School's 2009 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

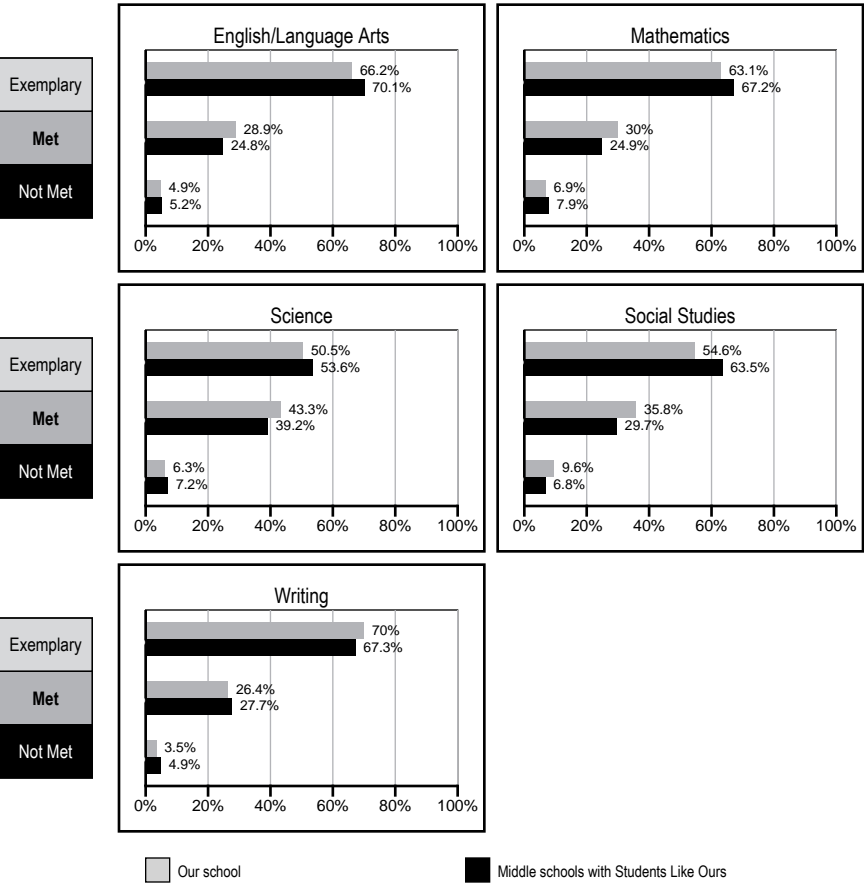
98.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
7	0	0	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	99.2%
English 1	100.0%	100.0%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	100.0%	99.2%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=629)				
Students enrolled in high school credit courses (grades 7 & 8)	48.3%	Down from 56.0%	58.8%	21.6%
Retention rate	0.0%	Down from 0.8%	0.1%	1.2%
Attendance rate	97.5%	Down from 97.7%	96.8%	95.9%
Eligible for gifted and talented	53.5%	Down from 58.2%	47.4%	14.8%
With disabilities other than speech	3.9%	Down from 4.2%	3.9%	12.6%
Older than usual for grade	0.3%	No Change	0.2%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.0%	Up from 0.8%	0.4%	0.6%
Annual dropout rate	0.8%	Up from 0.0%	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	62.5%	Up from 56.1%	62.5%	56.9%
Continuing contract teachers	82.5%	Up from 75.6%	79.2%	72.7%
Teachers with emergency or provisional certificates	2.6%	Down from 5.7%	3.2%	5.3%
Teachers returning from previous year	83.6%	Up from 80.4%	83.6%	82.9%
Teacher attendance rate	95.6%	Up from 93.9%	95.6%	95.2%
Average teacher salary*	\$50,388	Up 5.9%	\$50,136	\$46,599
Professional development days/teacher	12.7 days	Up from 11.7 days	9.3 days	10.8 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	3.0
Student-teacher ratio in core subjects	26.2 to 1	Up from 24.4 to 1	19.2 to 1	20.1 to 1
Prime instructional time	92.3%	Up from 90.6%	91.0%	89.9%
Opportunities in the arts	Excellent	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.2%	Down from 98.4%	99.9%	97.8%
Character development program	Excellent	No Change	Excellent	Good
Dollars spent per pupil**	\$7,228	Up 9.4%	\$7,228	\$7,645
Percent of expenditures for instruction**	61.9%	Up from 61.5%	66.7%	63.4%
Percent of expenditures for teacher salaries**	56.1%	Down from 57.0%	60.9%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Rollings Middle School of the Arts is a school in which approximately 619 artistically gifted students are served. The faculty and staff consist of 45 certified employees and 14 classified employees. Students spend an equal amount of time each day in core academic courses and a core art course (theatre arts, visual arts, dance, piano, vocal, or strings). We plan to expand our core art course offerings this coming school year by adding band as a core art course. Because a high proportion of our students are academically gifted as well, all of the core academic teachers are GATE endorsed, or they are in the process of completing the GATE courses. Core academic teachers create innovative lessons in which the various areas of the arts are incorporated. This practice makes learning relevant to our students, and it allows teachers to meet their specific needs.

Our students continue to excel with the help of faculty members who are focused on rigor, relevance, and relationships as they deliver content within the walls of their classrooms. Some of our core art area teachers worked together to write the DAP (Distinguished Arts Programs) grant. We were pleased to receive this grant, which allows students to benefit from the expertise of artists-in-residence. These artists are able to share their gifts with students as they work side by side with them to complete special projects. RMSA has received the Palmetto Gold Award again this year because of overall student performance based upon the state report card's absolute and improvement ratings. Students continue to win awards as they compete in various academic and artistic competitions. For example, the vocal and band students received superior ratings during recent competitions. Also, our students placed in the Quest academic competition.

We are extremely proud of our school's intense focus on data-driven decision making. Teachers utilize a data wall to track students' increases or decreases in growth on the MAP (Measures of Academic Progress) tests. Students take these computerized tests during the fall, winter, and spring. These tests allow teachers to identify strengths and weaknesses of students. Administrators use the data board to spark discussions with teachers about instructional decisions within their classrooms.

It is our desire to continue with technology initiatives; however, the limited space in our building continues to be a problem. Another challenge is to have a more diverse population. We are constantly attempting to educate our community and fellow district employees concerning the structure of our school and our audition requirements.

Elena Furnari, Principal

Linda Payne, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	44	181	166
Percent satisfied with learning environment	97.7%	91.7%	95.1%
Percent satisfied with social and physical environment	97.7%	92.2%	95.7%
Percent satisfied with school-home relations	97.7%	93.3%	90.6%

* Only students at the highest middle school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.5%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	619	100	5.5	30.7	63.8	96.9	89.3	82.8	Yes	Yes
Gender										
Male	245	100	7.8	23.3	69	95.5	86.4	79.3	N/A	N/A
Female	374	100	4	35.6	60.4	97.9	92.2	86.5	N/A	N/A
Racial/Ethnic Group										
White	491	100	4.1	28.7	67.2	98	92.9	89.5	Yes	Yes
African American	84	100	14.3	44	41.7	91.7	82.3	73.7	Yes	Yes
Asian/Pacific Islander	27	100	3.7	18.5	77.8	96.3	93.3	92.3	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	82.7	76.5	I/S	I/S
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	92.8	82.5	I/S	I/S
Disability Status										
Disabled	26	100	30.8	53.8	15.4	84.6	59.6	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	77.7	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	42	100	7.1	35.7	57.1	100	81.9	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	619	100	7.8	33.6	58.6	95.6	85.8	78.9	Yes	Yes
Gender										
Male	245	100	6.9	27.8	65.3	95.9	85.2	77	N/A	N/A
Female	374	100	8.3	37.4	54.3	95.5	86.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	491	100	5.9	31.6	62.5	96.7	91.5	87.2	Yes	Yes
African American	84	100	19	51.2	29.8	89.3	74.4	66.7	Yes	Yes
Asian/Pacific Islander	27	100	7.4	11.1	81.5	96.3	91.8	93	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	80.4	76	I/S	I/S
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	94.2	79.5	I/S	I/S
Disability Status										
Disabled	26	100	34.6	50	15.4	73.1	57.1	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	76.6	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	42	100	9.5	42.9	47.6	92.9	76.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	416	100	6.3	43.3	50.5	93.8	75.3	67.5
Gender								
Male	160	100	6.9	35.6	57.5	93.1	75	67
Female	256	100	5.9	48	46.1	94.1	75.8	68
Racial/Ethnic Group								
White	325	100	4.3	41.2	54.5	95.7	83.8	79.5
African American	56	100	19.6	58.9	21.4	80.4	57	50.3
Asian/Pacific Islander	22	100	4.5	22.7	72.7	95.5	86.4	84.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	70.5	60.7
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	83.3	71.2
Disability Status								
Disabled	18	100	27.8	55.6	16.7	72.2	42.2	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	66.7	59.6
Socio-Economic Status								
Subsided meals	31	100	9.7	58.1	32.3	90.3	59.9	55.1

Social Studies

All Students	416	100	9.6	35.8	54.6	90.4	81.2	72.3
Gender								
Male	172	100	5.8	29.7	64.5	94.2	80.9	71.5
Female	244	100	12.3	40.2	47.5	87.7	81.4	73.2
Racial/Ethnic Group								
White	336	100	8.6	35.1	56.3	91.4	86.7	80.7
African American	57	100	17.5	45.6	36.8	82.5	69.9	60
Asian/Pacific Islander	15	100	6.7	26.7	66.7	93.3	91.5	88.5
Hispanic	4	I/S	I/S	I/S	I/S	I/S	73.6	68
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	95.2	72.2
Disability Status								
Disabled	18	100	50	33.3	16.7	50	53.1	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	74.6	67.9
Socio-Economic Status								
Subsided meals	30	100	20	40	40	80	70.6	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	621	99.8	3.4	26.5	70.2	96.6	81.7	70.2	97.5	96.2
Gender										
Male	246	99.6	4.5	27.8	67.8	95.5	76	63.2	97.6	96.1
Female	375	100	2.7	25.6	71.7	97.3	87.5	77.5	97.4	96.3
Racial/Ethnic Group										
White	493	99.8	2.6	26.4	70.9	97.4	86.9	79.1	97.3	96
African American	84	100	9.5	31	59.5	90.5	70.9	57.6	98.4	96.4
Asian/Pacific Islander	27	100	N/AV	N/AV	N/AV	100	88.6	86.2	98.4	97.1
Hispanic	10	I/S	I/S	I/S	I/S	I/S	78.9	62.6	97.9	96.4
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	88.4	68.7	97.4	95.8
Disability Status										
Disabled	23	100	26.1	43.5	30.4	73.9	37.7	26.1	96.4	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	98.1
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	70.2	61.2	96.7	96.3
Socio-Economic Status										
Subsidized meals	38	97.4	5.4	32.4	62.2	94.6	70.2	58.9	97.3	95.5

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	218	100	5	23.9	71.1	95
	7	213	100	6.1	34.3	59.6	93.9
	8	188	100	5.3	34.6	60.1	94.7
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	218	100	9.2	38.5	52.3	90.8
	7	213	100	8	29.6	62.4	92
	8	188	100	5.9	32.4	61.7	94.1
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	109	100	9.2	54.1	36.7	90.8
	7	213	100	4.2	44.6	51.2	95.8
	8	94	100	7.4	27.7	64.9	92.6
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	109	100	8.3	48.6	43.1	91.7
	7	213	100	10.3	29.6	60.1	89.7
	8	94	100	9.6	35.1	55.3	90.4
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	219	99.5	1.8	22.9	75.2	98.2
	7	214	100	4.2	31.8	64	95.8
	8	188	100	4.3	24.5	71.3	95.7

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample